

EAST END ELEMENTARY

1125 E. Cambridge Ave.
Greenwood, South Carolina 29646

GRADES PK-5 Elementary School

ENROLLMENT 411 Students

PRINCIPAL Roger A. Richburg 864-941-5520

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	50	13	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

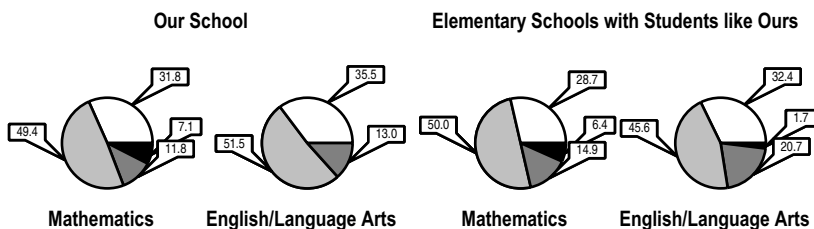
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

 **Advanced**

Definition of Critical Terms

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	50	33
Percent satisfied with learning environment	86.1%	91.8%	81.8%
Percent satisfied with social and physical environment	81.1%	78.0%	71.0%
Percent satisfied with home-school relations	45.9%	93.9%	80.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	185	99.5	35.5	51.5	13.0	N/A	13.0	17.6
Gender								
Male	98	99.0	47.2	40.4	12.4	N/A	12.4	17.6
Female	87	100.0	22.5	63.8	13.8	N/A	13.8	17.6
Racial/Ethnic Group								
White	52	100.0	27.1	45.8	27.1	N/A	27.1	17.6
African-American	110	100.0	33.0	60.0	7.0	N/A	7.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	23	95.7	66.7	23.8	9.5	N/A	9.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	146	99.3	29.9	54.5	15.7	N/A	15.7	17.6
Disabled	39	100.0	57.1	40.0	2.9	N/A	2.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	185	99.5	34.0	52.5	13.6	N/A	13.6	17.6
English Proficiency								
Limited English proficient	8	87.5	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	177	100.0	32.3	54.0	13.7	N/A	13.7	17.6
Socio-Economic Status								
Subsidized meals	143	99.3	39.4	54.3	6.3	N/A	6.3	17.6
Full-pay meals	42	100.0	23.8	42.9	33.3	N/A	33.3	17.6

Mathematics								
All students	185	100.0	31.8	49.4	11.8	7.1	18.8	15.5
Gender								
Male	98	100.0	35.6	47.8	10.0	6.7	16.7	15.5
Female	87	100.0	27.5	51.3	13.8	7.5	21.3	15.5
Racial/Ethnic Group								
White	52	100.0	22.9	39.6	22.9	14.6	37.5	15.5
African-American	110	100.0	35.0	55.0	5.0	5.0	10.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	23	100.0	36.4	45.5	18.2	N/A	18.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	146	100.0	30.4	48.1	12.6	8.9	21.5	15.5
Disabled	39	100.0	37.1	54.3	8.6	N/A	8.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	185	100.0	30.2	50.6	11.7	7.4	19.1	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	177	100.0	29.2	50.9	12.4	7.5	19.9	15.5
Socio-Economic Status								
Subsidized meals	143	100.0	35.9	52.3	8.6	3.1	11.7	15.5
Full-pay meals	42	100.0	19.0	40.5	21.4	19.0	40.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	60	N/A	25.0	56.7	18.3	N/A	18.3
	Grade 4	56	N/A	25.0	51.9	21.2	1.9	23.1
	Grade 5	64	N/A	25.9	65.5	8.6	N/A	8.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	29.3	51.7	19.0	N/A	19.0
	Grade 4	67	100.0	35.5	54.8	9.7	N/A	9.7
	Grade 5	55	98.2	42.9	46.9	10.2	N/A	10.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	60	N/A	26.7	51.7	15.0	6.7	21.7
	Grade 4	56	N/A	30.8	40.4	17.3	11.5	28.8
	Grade 5	64	N/A	22.4	48.3	20.7	8.6	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	32.8	48.3	8.6	10.3	19.0
	Grade 4	67	100.0	32.3	53.2	8.1	6.5	14.5
	Grade 5	55	100.0	30.0	46.0	20.0	4.0	24.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	9.8%	Down from 14.7%	3.3%	2.4%
Attendance rate	96.7%	Down from 96.8%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.0%	Down from 7.5%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 13.6%	9.2%	8.0%
Older than usual for grade	9.0%	Up from 7.5%	2.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	34.2%	Down from 38.5%	44.0%	50.0%
Continuing contract teachers	81.6%	Up from 79.5%	83.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Down from 81.9%	84.7%	86.2%
Teacher attendance rate	95.3%	Down from 95.4%	94.9%	95.3%
Average teacher salary	\$38,076	Up 0.5%	\$39,261	\$39,909
Prof. development days/teacher	14.1 days	Up from 6.7 days	12.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	11.7 to 1	Down from 11.8 to 1	18.1 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 91.4%	89.3%	89.7%
Dollars spent per pupil*	\$6,706	Up 14.4%	\$6,018	\$5,892
Percent spent on teacher salaries*	63.1%	Down from 63.5%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year has been a productive and challenging one for faculty, staff, and students at East End Elementary School. Teachers participated in a number of staff development opportunities to increase their knowledge of practices based on the state standards.

Our teachers and staff have analyzed school data and implemented curriculum instruction, assessment, and professional development enhancements to better the needs of our diverse population. We are dedicated to improvement and willing to make changes which maximize learning for all students. Some of these changes are as follows:

Curriculum:

Continue to align teacher lesson plans to standards

Identify additional materials/resources to support areas in which students need additional help

Provide extra help for students during the day

Continue to implement Reading Recovery

Instruction:

Increase services in our after-school tutorial program

Enhance the hands-on approach/use of manipulatives and remediation

Assessment:

Monitor Running Records for growth in reading

Continue STAR assessment to guide classes for student reading

Professional Development:

Expand our emphasis on literacy and best practices in teaching

Share effective teaching practices across grade levels

Using our School Improvement Plan, we will continue to focus on improving our standardized test scores. We appreciate the support and dedication of the parents and community members who serve our school in all capacities to improve the educational experiences of all students.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.